

Penn Cambria Curriculum

Course Name	Academic English 9: Composition
Length of Course	<i>1 credit (1 period per day for 1 semester in block)</i>
Grade Level	9
Prerequisites	None
Course Description	<p>Academic English 9 provides an emphasis on formal, academic writing skills that are necessary to prepare students for college or career-readiness. In addition, the course will include a novel study and a study of drama through Romeo and Juliet. An introduction to research is presented with focus placed on the mechanical construction of a career research paper in MLA format and a formal presentation to develop public speaking skills.</p> <p>**This course will also serve as preparation for the Keystone Composition assessment.</p>
Units of Study	<p>Conventions/Grammar</p> <p>Essay Writing</p> <p>Career Research</p> <p>Romeo and Juliet</p> <p>Novel Study</p> <p>Poetry Study</p> <p>Independent Reading</p>
Materials	<p>Text: N/A</p> <p>Supplemental Materials: Accelerated Reader, MLA style manuals and resources</p> <p>Language of Literature c2002 and Literature and Language c1994 literature anthologies for grade 9 used as resources for appropriate literature selections</p>

Conventions/Grammar and the 2-3 week direct instruction component of the Essay Writing unit are sequential and should be taught at the beginning of the course. The Poetry Study unit is to be included at the end of the course as time allows. Poetry study will be included in subsequent courses.

The rest of the units are not sequential and may be taught in any order to best meet the needs of the students.

- Keystone Examination Course

Unit 1: Conventions/ Grammar

Estimated Time: 1 week

Standard Alignment:

- 1.5.11 A Write with a sharp, distinct focus
- 1.5.11 D Write with a command of the stylistic aspects of composition
- 1.5.11 F Edit writing using the conventions of language

Curricular Objectives:

Students will...

- a) Utilize correct punctuation usage (comma, period, colon, semi-colon, etc.)
- b) Utilize correct capitalization in sentences, paragraphs, dialogue, etc.
- c) Appropriately identify and use various parts of speech, and identify their function in sentences and paragraph.
- d) Demonstrate appropriate use of quotation marks and other unique marks of punctuation.
- e) Define subject/verb agreement and use it correctly in their writing.
- f) Define verb tense agreement and use it correctly in their writing.
- g) Recognize common writing mistakes like passive sentence structure, their/there/they're, a lot, your, you're, etc.
- h) Demonstrate the ability to edit paragraphs by finding and correcting common writing mistakes.

Assessments/ Measurement of Objectives:

Independent worksheets and classroom exercises

Objective quizzes and tests

"Find-the-errors" corrections

Sentence writing

Paragraph and essay writing

Editing exercises

Possible Suggested Methods of Instruction / Learning Activities:

Various worksheets

Peer-editing

Sentence Structure practice to show understanding of the parts of speech

Unit 2: Essay Writing

Estimated Time: 8-10 weeks

2-3 weeks of direct instruction specifically focused on essay writing objectives below

6-8 weeks (30-40 class periods) of integrated essay/composition writing throughout the course

Standard Alignment:

1.4.11 B Write complex informational pieces

1.4.11 C Write persuasive pieces

1.5.11 A Write with a sharp, distinct focus

1.5.11 B Write using well-developed content appropriate for the topic

1.5.11 C Write with controlled and/or subtle organization

1.5.11 D Write with a command of the stylistic aspect of composition

1.5.11 E Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed

1.5.11 F Edit writing using the conventions of language

Curricular Objectives:

Students will be able to:

- a. Write a clear and logical **thesis statement** for informative and persuasive essays that clearly states a point and demonstrates awareness of audience and purpose.
- b. Demonstrate the use of various **sentence structures** within an essay.
- c. Demonstrate the use of various styles of **introductions** for informative and persuasive essays.
- d. Write **conclusions** that provide a strong statement and summarize main points.
- e. Demonstrate the effective use of **transitions** within an essay.
- f. Demonstrate the ability to **organize** an essay in a clear and logical manner.
- g. Construct a **thorough argument** in a persuasive essay with a strong, well-supported position.
- h. Construct the **body** of an informational essay through the use of relevant content, information and details to provide cohesiveness and unity.
- i. Use correct conventions.
- j. Demonstrate the ability to **revise writing** to eliminate wordiness, redundancy, irrelevant details and to promote clarity.
- k. Demonstrate the ability to use effective **peer editing strategies**.

Assessments/ Measurement of Objectives:

- Informative essays scored using teacher created or standardized rubric
- Persuasive essays scored using teacher created or standardized rubric
- Student writing samples (various)
- Objective quizzes
- Summative unit assessment must include cold prompt assessments (required)

Suggested Methods of Instruction / Learning Activities:

- Use PSSA or other standardized scoring guide during peer editing
- Use of editing strategies/editing guides
- Use of current events or literature readings to provide background for essay prompts
- Use of PSSA released items
- Word choice lesson
- Eliminating “be verbs” lesson
- Conclusion strategy – TRAM (transition, restate, make argument, mirror)
- Review types of persuasion strategies
- Essay- prompt type responses to short stories or selections from literature text

Unit: Career Research

Estimated Time: 2 weeks

Note that this unit of study is one component of the career focused High School Graduation Project. If the course is offered second semester, teachers should be sure this unit is completed before the due date for graduation project materials. In addition, English teachers must provide guidance in helping students to save an artifact from their research project to the network for access by graduation project advisors.

Standard Alignment:

- 1.2.11 A Read and understand essential content of informational texts and documents in all academic areas
- 1.2.11 B Use and understand a variety of media and evaluate the quality of material produced
- 1.4.11 B Write complex informational pieces
- 1.5.11 A Write with a sharp, distinct focus
- 1.5.11 B Write using well-developed content appropriate for the topic
- 1.5.11 C Write with controlled and/or subtle organization
- 1.5.11 D Write with a command of the stylistic aspects of composition
- 1.5.11 E Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed
- 1.5.11 F Edit writing using the conventions of language
- 1.6.11 A Listen to others
- 1.6.11 C Speak using skills appropriate to formal speech situations
- 1.6.11 F Use media for learning purposes
- 1.8.11 A Select and refine a topic for research
- 1.8.11 B Locate information using appropriate sources and strategies
- 1.8.11 C Organize, summarize and present the main ideas from research

Curricular Objectives: Students will...

- A. Demonstrate the ability to locate sources/ information within the Penn Cambria High School Library.
- B. Locate sources relevant to their chosen career
- C. Take appropriate and relevant notes as they research
- D. Generate an MLA formatted Works cited page
- E. **Write a research paper** using MLA formatting and in-text citations
- F. Write a clear and logical **thesis statement** for an informative essay.
- G. Demonstrate the use of various **sentence structures** within an essay
- H. Write an **introduction** using an attention-getting device
- I. Write a **conclusion** that provides a strong statement and summarize main points (TRAM).
- J. Demonstrate the effective use of **transitions** within an essay.
- K. Demonstrate the ability to **organize** an essay in a clear and logical manner.
- L. Construct the **body** of an informational essay through the use of relevant content, information and details.
- M. Use correct conventions.
- N. Demonstrate the ability to **revise writing** to eliminate wordiness, redundancy, irrelevant details and to promote clarity.
- O. Present a **Formal speech** with **multimedia** based on career research.
- P. Demonstrate appropriate listening skills.

Assessments/ Measurement of Objectives:

Informative Essay with in-text citations (required)

Works Cited Page (required)

Formal Speech with Multimedia (required)

Possible Suggested Methods of Instruction / Learning Activities:

Library Introduction (Co-teaching with library media specialist)

Use of note cards for note taking process

Peer editing of final product

Review of speech skills

Unit: Romeo and Juliet

Estimated Time: 1.5-3 weeks

Standard Alignment:

- 1.1.11 C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading.
- 1.1.11 E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.
- 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11 H Demonstrate fluency and comprehension in reading
- 1.3.11 A Read and understand works of literature
- 1.3.11 B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style
- 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11 E Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- 1.3.11 F Read and respond to nonfiction and fiction including poetry and drama

Curricular Objectives:

Students will be able to:

- a. Explain background information about Shakespearean society and the life of Shakespeare
- b. Define iambic pentameter, read samples of Shakespearean verse with fluency and identify its use in the play.
- c. Define soliloquy, monologues, asides, sonnet, and other dramatic stage directions and identify them within the play
- d. Demonstrate understanding of the Shakespearean dialogue
- e. Describe the elements of fiction found within the play including characterization, setting, plot, conflict, symbolism, point of view and theme.
- f. Identify the use of literary devices within the play and determine the effectiveness of these devices within the play.
- g. Identify and correctly use new vocabulary acquired through the study of the play.

Assessments/ Measurement of Objectives:

- Classroom exercises / activities
- Homework projects or activities based on study of play
- Objective quizzes and tests
- Open-ended student responses to play
- Essay responses based on prompts
- Graded participation in classroom discussions

Possible Suggested Methods of Instruction / Learning Activities

Focus on assessment anchors: plot, setting, theme, tone etc.

Use of study guides to aid student comprehension

Consider: read aloud, movie clips, or acting parts, isolated reading

Unit: Novel Study

Estimated Time: 2-4.5 weeks

- A minimum of 1 novel required, additional novels as time permits.

Standard Alignment:

- 1.1.11 C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading.
- 1.1.11 E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.
- 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11 H Demonstrate fluency and comprehension in reading
- 1.3.11 A Read and understand works of literature
- 1.3.11 B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style
- 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11 F Read and respond to nonfiction and fiction including poetry and drama.

Curricular Objectives:

Students will be able to:

- Analyze components of literature such as character, setting, plot, symbolism, theme, tone, mood and style.
- Analyze the effectiveness of the author's use of various literacy devices.
- Identify and correctly use new vocabulary acquired through the study of the novel.

Assessments/ Measurement of Objectives:

- Novel based classroom exercises / activities
- Homework projects or activities based on novel study
- Objective quizzes and tests
- Open-ended student responses to literature
- Essay responses based on novel prompts

Possible Suggested Methods of Instruction / Learning Activities:

- Pre-reading activity (1-3 days maximum)
- Novels from PCS D Grade 9 Novel List
- Character maps

Unit: Poetry Study

Estimated Time: 1 week (last unit, pending time availability)

Standard Alignment:

- 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.3.11 A Read and understand works of literature
- 1.3.11 B Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style
- 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- 1.3.11 D Analyze and evaluate in poetry the appropriateness of diction and figurative language.
- 1.3.11 F Read and respond to nonfiction and fiction including poetry and drama.
- 1.4.11 A Write short stories, poems and plays

Curricular Objectives:

Students will be able to:

- Produce works of poetry that follows the conventions of the genre.
- Analyze and evaluate in poetry the appropriateness of diction and figurative language.
- Analyze and respond to poetry as literature.

Assessments/ Measurement of Objectives:

- Poetry based classroom exercises / activities
- Homework projects or activities based on poetry study
- Open-ended student responses to poetry
- Essay responses based on poetry based prompts
- Creation of student written poetry

Possible Suggested Methods of Instruction / Learning Activities:

- Poetry readings from Literature text

Unit: Independent Reading

Estimated Time: Independent Reading – Outside of class

Standard Alignment:

- 1.1.11 A Locate various texts, media and traditional resources for assigned and independent projects before reading.
- 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11 H Demonstrate fluency and comprehension in reading
- 1.3.11 A Read and understand works of literature

Curricular Objectives:

Students will be able to

- a. Demonstrate understanding of various fiction and/or non-fiction texts through independent, self-selected reading using Accelerated Reader.

Assessments/ Measurement of Objectives:

Accelerated Reading Quizzes

Possible Suggested Methods of Instruction / Learning Activities:

Book talks by teacher and library media specialist